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MONTANA SCHOOLS

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DOVETAIL

Imagine the treasure of knowledge about fading subjects grandparents know. Remember the stories they told about fun times, hard times, making-do, and living at a slower, more simple pace.

Imagining and remembering are fine, but turning 20 students loose in the community with tape recorders and cameras and a thousand questions about those old ways is something else.

Dovetail *magazine, published by a group of Ronan High School students, is the result of just that kind of project. In its fourth issue,* Dovetail *has published articles and photographs about such unlikely subjects as Flathead Indian fables and legends, local trading posts and missions, recipes and remedies from the past, interviews with characters of all ages and descriptions,*

Dovetail magazine student photographers Walter Foster, Jim Ereaux, Allen Armstrong and Richard Standen have provided documentary work about a local knife maker, about a Jesuit Brother who told the students about superstitions, and about the construction of historic St. Ignatius Mission.

how-to's on tanning hides, making knives, and building a sweat lodge.

All of this results from students getting out of school and into the lives of the persons in the community who have the stories. According to Dovetail *sponsor, Lorena Normandeau, that's a real education.*

Dovetail *may bring to mind a million-seller book of three editions titled* Foxfire. *In fact,* Foxfire *is the product of a high school project in Rabun Gap, Georgia, that began as and still is a school magazine.* Foxfire *is also a business bringing in semi-annual royalties of up to $140,000, according to a* Wall Street Journal *article of a year ago.*

Foxfire *sponsor Elliot Wigginton originated the publication after an English student of his, who had been sent to the front of the class for misbehavior, set fire to the podium. The article says he realized then it was time to teach something besides nouns and verbs and Shakespeare, and he began by having his students bring written descriptions of folkways in the Georgia mountains. The project mushroomed into* Foxfire *book.*

Ronan's Dovetail *is far from the financial success of* Foxfire. *The local magazine began with ambitions of being a quarterly publication, but it has appeared four times in its three-year history. "We come out when we have enough money and when the kids get it done," Normandeau said.*

The publication receives some donations from the community, and the students sell subscriptions on a buy-now, get-it-when-it-comes-out basis. It takes a lot of community support and understanding to accept that arrangement, Normandeau said. The final responsibility for production is on the students. It's part of the learning experience, she said. They also learn that it takes much more time to transcribe taped interviews than to conduct them. That helps them learn to be more articulate in their interviews, she continued. They learn a little history. Some become interested in photography. Some learn a feeling for layout and editing. In the process, the Ronan students are creating an alive and readable chronicle of a fading regional culture.

According to the preface in the first issue of the publication, Dovetail*—from the old method of joining logs for building—is symbolic of the joining of two cultures. Perhaps it is not too great an abuse of the symbolism to say* Dovetail *also is symbolic of joining the treasure of old stories and down home ways in the Mission Valley with a modern emphasis on relevance in learning.*

H & R Block probably would agree there are more than 17 good reasons why Montana schools should have a uniform accounting system.

Consider that one fifth of the state's general revenue is spent on education. The job of accounting for that sum of money eventually falls on the shoulders of hundreds of school clerks throughout the state. In some districts, the clerks have little training in business management, do the job with little or no help and probably have a couple of other jobs such as supervising the school lunch program and directing pupil transportation.

The problem is not as simple as providing accounting assistance for busy clerks. In more populous districts, business professionals have records so sophisticated that someone must hand transcribe information from computer print-out sheets to the state reporting forms. The accounting possibilities range from a school district with a yearly general fund expenditure of $5,800 to an elementary school district which last year spent about $9 million.

A Research Committee on School Accounting was initiated by the State Superintendent's office to begin work on a standardized accounting procedure for the state.

Rae Haas, Director of Administrative Services in the Superintendent's office and chairwoman of the committee, said the group will define what is an appropriate accounting system for the state's schools and what kinds of accounting information schools need. Then, the committee will get down to the task of creating accounting models and manuals for each of several different district sizes. The entire system will be based on the same core of accounting information so that state and county reporting can be accomplished at the same time districts complete their bookwork. The group also is charged to pursue legislative changes necessary to accomplish uniform accounting and to investigate the use of a central state computer as a bookkeeping service to school districts.

The overriding purpose of any good accounting is to provide information, said Haas. Some schools do not keep inventory records and have no way of showing the worth of their physical equipment. Some cannot show the curious public how much money is spent on each program in the school. Haas said she believes a uniform accounting procedure will provide more information for decision making at the local level and at the same time make the administrative routines of bookkeeping and reporting far simpler.

Members of the research committee are Esther Nelson, Clerk for the Bozeman schools and President of the Montana Association of School Business Officials; Harold Wenaas, Superintendent of the Great Falls school system; Mary Westergard, Toole County Treasurer; George Schroeder, Cascade County Treasurer; Edith Harper, Sweetgrass County Superintendent; George Pendergast, Administrator of the Local Government Services Division of the Department of Community Affairs; Bill Schmidt representing the Montana Society of Certified Public Accountants; Howard Gaare, Chairman of the Board of Great Falls District #1, John Campbell, Business Manager, Helena School District #1; Pat Janes, Deer Lodge Elementary Schools Clerk, and Grace Lovely, Helena Kessler District Clerk. In addition to Haas, representatives from the State Superintendent's office include Steve Colberg, School Finance Statistician; Bob Stockton, State Aid Supervisor; and Bill Byars, Accountant.

Montana Schools is distributed in the public schools and to the members of boards, associations and organizations concerned with education in Montana. Copies are available on request, and comments are welcome.

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CONFERVENTIONS

One evening of the annual state meeting of the Montana Association of the Future Homemakers of America will be devoted to a talent show they are calling "fun night." The meeting is scheduled for March 24-26 in Billings and will sponsor speakers Mike Basham, Director of Counseling and Psychological Services for the Billings schools, and Dian Thomas from Salt Lake City, author of *Roughing It Easy*. The workshop program includes topics on senior citizens, pregnancy, and nutrition for elementary children. For further information, write or call Betty Lou Hoffman, Assistant Supervisor of Home Economics Education and advisor to FHA, Office of the Superintendent of Public Instruction, State Capitol, Helena 59601, 449-3126.

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The Office Education Association Leadership Conference will be conducted April 8-9 on the campus of Montana State University, Bozeman. The OEA is a relatively new youth group, dating from 1967, whose purpose is to encourage the attitudes and skills necessary in the office occupations. During the April conference, about 200 participants will be entered in skill competition in data processing, accounting, typing, verbal communication and other office abilities. Dee Elston, OEA advisor and Business and Office Education Supervisor in the State Superintendent's Office, State Capitol, Helena 59601, 449-2087, has more information.

*

The Montana Council of Teachers of Mathematics will sponsor elementary math specialist Bob Johnson from Northern Colorado University at its yearly convention April 2 and 3. Secondary teachers will have the opportunity to hear Curtis Bring, computer science specialist from Moorhead State University; Bob Hamada, math supervisor for the Los Angeles school system; and Floyd Downs, author and teacher from Samato, California. Discussion topics are computers and calculators in the classroom, metric measurement, and the appropriateness of the two-year mathematics requirement and of geometry in the high school curriculum. A program summary and registration materials are in the process of being mailed. More information is available from Bob Landis, Billings Senior High School, 425 Grand Avenue, Billings 59101.

*

"Reading—the Most Important Subject Taught" will be the theme of the Northwest Montana Reading Conference when it meets March 20 in the Outlaw Inn in Kalispell. The keynote speakers will be Rita Brownlee, Reading and Language Arts Supervisor in the State Superintendent's office, and Robert Deming, Principal of the Montana School for the Deaf and Blind. For more information, write Myrna McCulloch, Lincoln School, 111 East Lincoln Boulevard, Libby 59923.

*

Future Farmers of America will conduct an annual leadership conference April 7-9 at the University Center of the University of Montana in Missoula. Future Farmers will have an opportunity to hear the vice-president of the national organization, Leonard Anderson, Jr. Also, the state conference will conduct planning for the First World Conference on Agricultural Education for Youth and Adult Learners scheduled for November in Kansas City, Mo. The national conference will feature an Agricultural Olympics in which contestants from around the world will match their skills in judging of farm animals, tractor and machine operation, mechanics and other agricultural abilities. For further information on the April conference, write Leonard Lombardi, Agriculture Education Supervisor in the State Superintendent's Office, who serves as state FFA advisor.

*

Interest-study groups will be the nucleus of the Montana State Reading Council meeting on April 2 and 3 at Fairmont Hot Springs. Featured speakers also will make presentations. They include Dr. Wesley Becker, University of Oregon; Dr. Pam Hoecher, International Reading Association field consultant; and Elaine Furniss of Australia. An author's luncheon has been planned for Friday for Eleanor Huntsberger, author of *Mouthful of Toes*. More information can be obtained from Marion Evenson, 542 Baarson Boulevard, Helena, or Rita Brownlee, Reading and Language Arts Supervisor, State Superintendent's Office, State Capitol, Helena 59601.

*

Dolores Colburg, Superintendent of Public Instruction, will be a featured speaker at the Annual Indian Education Conference, March 25 and 26 at Northern Montana College in Havre. The conference includes seminars, curriculum presentations and a display of arts and crafts. It is sponsored by the State Superintendent's office and funded through Johnson-O'Malley Act monies. All parents of Indian children, administrators and tribal officers are encouraged to attend. According to the Indian Education staff in the state office, it would be wise to make reservations early since accommodations in Havre are limited. For information, call or write Bob Parsley or Bill Yellowtail at 449-3036, Office of the Superintendent of Public Instruction, State Capitol, Helena 59601.

*

The State Superintendent's Annual Education Conference, slated for April 12-13 in Helena at the Colonial Hilton, will focus on the theme of education and the law. Keynote speakers will highlight recent court rulings around the nation, interpreting national trends and implications for Montana. Several small group workshops also are scheduled on topics of timely concern to educators in the state. Administrators, other school staff and the public are welcome to attend. Further information is available from Cheryl Hutchinson, Assistant to the State Superintendent, who is coordinating conference arrangements.

down Under Revisited

Ed Eschler, Social Studies Supervisor in the State Superintendent's office, returned to Montana in December after spending a year in Melbourne, Australia on exchange with Frank Peck who had Ed's job here. **Montana Schools** *reported an interview with Frank in its October issue and now Ed has an opportunity to reply to some of Frank's statements.*

***When we asked Frank what he saw as major differences between the Australian and American education systems, he picked out our local control and text book orientation in the curriculum. He thought the textbook companies dominated curriculum. Would you agree with that?**

I would disagree with him a little bit on text books. It is true that the Australians seemed to use fewer texts in social studies. They were using materials that were generated by classroom teachers, and they had what they called "units"—topical units. Nevertheless, in the other areas I think the textbook played a very definite part in traditional courses such as history, geography, science and math. I know that textbooks are being used, because my daughter had to spend about $55 on them. Textbooks are not provided by the schools; they're provided by the parents along with uniforms, home economic fees, field trip fees and other kinds of expenses.

***Frank also said teachers had more curriculum freedom. Does that freedom result in radical alternatives?**

Some of the secondary schools run by the state in Australia are technical schools. Generally, kids who go to technical schools are not "academic types" who are bound for university. One technical school in the Melbourne area that had an "annex" was supposedly an "open school" and housed kids in forms 1, 2 and 3 which would be grades 7, 8 and 9. These kids elected to go to the alternative school with their parents' approval. They had tremendous freedom there, to the point where when I first got there it appeared to be chaos. It was noisy, with kids beating on each other, and running around the building. The teachers would come in the morning and say, "Well, what should we do today?" The thing that makes it different there from Montana is that for kids to be considered for admittance to a university, they have to take a High School Certification Examination. It's an academic examination. How you score channels what area of the university you'll attend. If you don't have the right kind of scores, they won't let you into medicine, for example. Students who aren't headed for college are encouraged to be what they call "leavers." If they finish form 4, which would be about a high school sophomore, they get what's called a school leaver certificate. A school leaver certificate will help a student get into an apprenticeship program.

***Here they're called "drop-outs"—there's a social stigma.**

They don't seem to have that kind of stigma. I don't know if I should use the word "class society," but I suspect a class society does exist there. School leavers do pick up a kind of label, but in defense of Australia, they provide periodic opportunities for these people to attempt to pass the school leaver level and take the high school certificate exam and hopefully get into a university. They have courses there for adults that are called high school certificate prep courses—like our night schools for dropouts.

***Frank mentioned that there is a move in the unions to elect administrators.**

They have talked about electing principals the way our colonial continental militia used to elect their officers. If the officers didn't do their job, they purged them. There are movements in the unions in Australia to do this. Administrators over there do not have to have a master's degree or a so-called administrator's endorsement to be a principal. Generally, a principal is a person who has been in a classroom for years and in time goes right into the rank of principal without any formal administrative training. I understand this is a handicap because a lot of them don't necessarily have the management or finanical skills to handle a high school. One can observe a bit of strife between principal and the staff because the principal has no say at all in staffing. He requisitions staff just the way he requisitions chalk and erasers.

***How about teacher militancy and the position of the teacher in society. Are they respected as professionals?**

I think generally if you talked to both teachers in the private and state schools, as a total group they might have a higher social status than we have in the United States. There is resentment among some people toward the state-hired school teachers as being a little too far to the left, a little too radical. There have been allegations that some state-hired school teachers are more interested in political indoctrination than they are in teaching. There were charges that they were active during the last December campaign to try to convince the kids that their parents should vote for the labor government as opposed to the liberal. There have been cases where week-long work stoppages occurred in the schools because a teacher was given a particular teaching assignment and he didn't think it was quite kosher. The teachers would literally walk out of the classroom. They didn't stop to have a meeting with the school board or anything of this nature. They just left and said, "We're not teaching until that assignment is deleted." or "he's got too many assignments." One school in a city can be on strike, but all the rest will be operational.

***How was your personal reception? Did you encounter anti-Americanism?**

I've always thought of myself as a pretty liberal, progressive kind of person, but in comparison to what I observed over there, I was considered a conservative. I did encounter a bit of chilliness and even open hostility against Americans. I even had one say, "I wish all you bloody Yanks would go back where you belong." This was during the first week on the job. In the building where I worked, it took about 6 months for any kind of amiable interaction to take place with some people. They would talk about such things as American economic colonialism and associated me with General Motors or Ford Motor Company and the CIA. They would accuse us, through me, of being guilty of educational colonialism. The unions over there do express some disenchantment with the Australian state education department hiring so many American teachers. Still, when I visited individual schools, the Americans in those schools seemed to have good relations with their fellow Australian teachers. The Australians would like to see the recruiting stopped, but they can't because they don't have enough teachers there to do the job.

***What exactly did you do?**

My job was associated with the Victoria Secondary Social Science Project, which was funded initially with commonwealth money to devise a new approach to teaching social science which could be either a replacement for traditional history and geography or could co-exist with traditional subjects. We tried to focus on areas of social concern that might not be covered in the traditional courses. The project, in existence since about 1970, involves finding teacher-generated classroom units that were meritorious enough to be reproduced and disseminated to other teachers seeking help. We had a crew of liaison people who would do the identifying and disseminating and even provide consultative services to help the teachers get the courses underway.

***Any lessons from Australian education for Montana?**

The one thing I'd like to say to Montanans—especially those outside of education—is that they should appreciate their teachers. It's my opinion our teachers are highly trained and work very hard for their money.

Heart Butte School Puts Energy In The "Education Mix"

"Education out here is a matter of survival," Frank Bertino said matter of factly as he looked over damage from the most recent windstorm.

A rather routine 50-mile-an-hour gale ripped roofing from the teacher apartments and deposited it in a convoluted heap of tar-paper and gravel on cars parked in front of the teacherage. Behind the parked cars, a telephone booth had been blown to about a 45-degree angle and a directory hanging from its chain was fluttering in the wind. Shards of broken glass lay about.

It all would be cleaned up soon enough, as it always has at Heart Butte, an elementary school of about 165 students on the Blackfeet Reservation south of Browning. Here in the foothills to the Bob Marshall Wilderness, cleaning up after storms is a way of life. That is what Bertino, superintendent of Heart Butte School, means when he talks about survival.

Heart Butte School has been surviving since 1916, first as a one-room school, then with additions and acquisitions of small log and frame buildings, it has grown to a compound of 14 buildings.

Education in a log cabin atmosphere has a certain quaint ring to it, but the facilities at Heart Butte go beyond quaint to wholly inadequate. Construction of a new $2.3 million school has all the necessary approvals except that the President has yet to release the money. Should he defer the program, Heart Butte students will just have to wait.

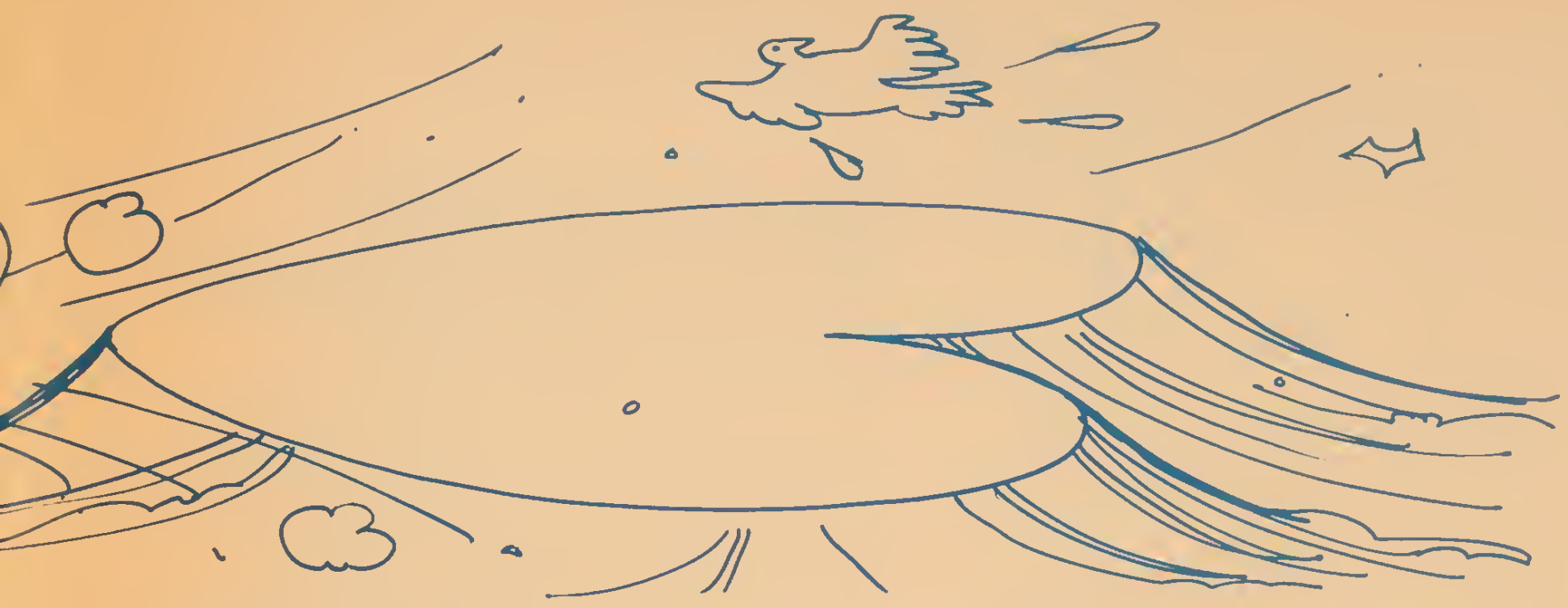
Heart Butte will survive. The students will just continue to have only occasional use of the school library because it is 100 yards away from the main school and might as well be 100 miles away on days when the wind blows, as it does from October to April, and when the temperature drops below zero. Bertino and his staff will continue to repair broken sewer lines and plumbing and electrical circuits that never have been diagrammed throughout the five or six alterations on the main building. Those 14 structures have a total of 26 furnaces to be maintained. Trailer additions must be anchored to the ground, just to keep them more or less in place.

The point is probably clear that providing a quality education in this remote reservation school is something of a challenge even compared to other remote Montana schools. Although Heart Butte is only about 30 miles from Browning, those 30 miles make scrap out of vehicles. The first 19 miles to the highway are gravel with occasional patchy pavement. There is no regular snow plow. Mail service is three times a week. The only commodity to be purchased in Heart Butte is gasoline. Bertino said he has spent on occasion $30 on phone charges to get a 25-cent part for repairs.

However, this story isn't about tough times at Heart Butte, except in as much as those less than ideal conditions prove a point. This story is about Indian education. The backdrop of Heart Butte with its drafty and sprawling facilities and its sparing but stunningly beautiful landscape are witness that a good education is a product of people and not facilities. Of course, it helps if the facilities work for and not against the people, but it is the people in the final analysis who make the difference.

According to the Indian Education staff in the State Superintendent's office, Heart Butte School is an example of education for Indians integrating bicultural considerations and attempting to build positive self-image without expensive add-on or special programs.

The keystones of such a program are an enthusiastic superintendent and staff and a willing and interested board of trustees.



Together they have been able to antidote the terrible remoteness of education in this community of 300 Blackfeet Indians with a number of innovative ideas. An important one has been to establish television translators to enable Heart Butte School to receive three television stations. If television is elsewhere viewed as a mixed blessing, every educational advantage it can offer is exploited at Heart Butte. For example, Sesame Street and the Electric Company, seen late in the afternoon, are video-taped and replayed for classroom use for kindergarten and primary grade students. Bertino said he believes television has more than the obvious entertainment value. One learning

problem for these bicultural students is in reading. They easily attain word fluency, Bertino said, but have trouble with comprehension. He said he hopes the television will add a dimension of reality and visual reinforcement to students' verbal skills.

The video-tape, too, is a heavily used medium. Besides extending the usefulness of television, the machine is used to tape Christmas presentations, to record athletic games and simply to help kids see themselves doing anything from sitting in the classroom to reading into the machine. One year, a teacher developed a kind of pen pal exchange of tapes with a school in Greenwich Village, N.Y. Indian students were full of questions about how to survive on subways, and the city students were reportedly amazed at the openness of the Heart Butte area.

A second major effort underway in the curriculum at Heart Butte is an attempt to individualize programs as much as possible. Where absenteeism runs high in the winter months—last February for instance, it averaged 40 per cent—a programmed, individualized curriculum allows instructors to determine the students' progress immediately and to get them back on the track. Science and math are the most advanced in terms of individualization, but language is coming along with a non-graded reading program developed by the Division of Education Research and Services at the University of Montana in Missoula.

Where existence is naturally outdoor and vigorous, it follows that athletics and games in general are a favorite school program. Of the 165 students, 33 earned letters in tackle football, 49 students lettered in basketball and 22 in cross-country events. However, the emphasis is not wholly on athletic records. Principal Gary Greseth said the important outcome is improved self-esteem to students and the exposure provided by travel. As teacher Bob Spratt said, "Athletics are the only way anyone ever hears about Heart Butte. We tell the kids that they have the responsibility for how people think of us. You would be surprised what th.. ..o s for the kids' pride and behavior."

In addition to trips for athletic competition, Bertino's staff has an aggressive program of field trips and excursions. The eighth grade traditionally takes a major trip each year from funds the students have raised. Last year, the trip was to Seattle and Vancouver, B.C. The previous summer, students visited the World's Fair in Spokane. Sixth grade students in recent years have gone to Lethbridge, and the seventh grade students have appeared on two Great Falls television stations. The primary grade students tour the Museum of the Northern Plains Indians in Browning every year.

There are less dramatic expressions of the attempt to build a bridge between the world and Heart Butte. For example, one wall of a second grade classroom is occupied by a jig-saw puzzle map so large it rolls onto the floor. A teacher asked students working in groups to draw maps for each Montana county including information for towns, roads, mountains and rivers. Soon, pieces of rough, brown wrapping paper were glued and taped together to form the state map. Students are encouraged to bring their toy cars and trucks and motorcycles to use the map as a play course. It's a small effort, really. Many teachers have done map projects and conducted geography studies, but at Heart Butte once again, a special consciousness among the teachers seems to exist to make subject matter not only instructive but also to get it to relate Heart Butte to a larger culture.

This still is only part of the story. The real success of Heart Butte as an Indian school is in the way it is able to use the community as a resource to teach the meaning of Indianness. Certified teachers with a tongue for both English and Blackfeet are rare, and the school does not have a formal bilingual program. However, the school hired a member of the community, Charlie Weaselhead, to teach Blackfeet drumming, chanting and dancing. The program has been so successful it has earned Heart Butte students—under the name of the Young Weaselhead Society—trips to a Great Falls television station. Furthermore, the Young Weaselhead Society has taped its songs on eight track cartridges as a commercial enterprise.

(continued on page 6)

What really matters and what is impossible to reproduce in any model education program is the school-community relation at Heart Butte. In a sense, Heart Butte School is Heart Butte. That it is so is partly the result of the interest and willingness of the board and administration to make the school accessible to the rest of the community. One of those buildings in the 14 structure compound is a traditional "roundhouse." In the many-sided log building, adults in Heart Butte frequently make what recreation there is. Bingo games, raffles and stick games are common and many are sponsored by students to raise money for activities. Each Monday, the gymnasium becomes a movie theater open to the community. The school rarely makes money on the venture but continues the program to offer the community some valuable entertainment. Tuesday through Friday evenings the gym is open to all the children of the community and on weekends, adults have access to the gym for recreation.

The school library has nearly the same importance. It is open most of the time and receives use for evening study by high school students from Heart Butte who attend Browning and Valier high schools.

The school is integral to the community for other reasons. During emergencies, which in storm and flood time are frequent, the school's radio system becomes a center for communications. In the last year's flood season, the cafeteria was the temporary home for 100 members of the community who had been driven from or stranded from their homes in the surrounding area.

The School is the Community

Most of all, Heart Butte School embodies the community's hopes for the future of its children. Heart Butte suffers from approximately 90 per cent unemployment in the winter. Summer brings the forest fire season, and fire fighting is the major employer then. Only 10 per cent of the community has enough resources to make a living at cattle ranching. There are no businesses besides the gas station. For many parents, hope has been deferred to their children. Heart Butte School promises to take advantage of any part of that hope in the form of parent involvement.

There is a special help for the Indian school. Indian Education Act funds helped bring in the television reception to Heart Butte, as did Johnson-O'Malley money which helps with a number of activities such as a bus which takes high school age students to Browning and Valier in the evenings so they can participate in extra-curricular activites.

However, turning community involvement into educational profit is a big job; and a special energy must be at work for the Heart Butte staff to remain alert to the kinds of projects and teaching strategies that might improve the self-image of students. Occasionally, that energy receives some special recognition.

Heart Butte school recently participated in a trial test of materials for a major publishing company. The program director for the company wrote to Bertino, "Surely the most important ingredient of the whole public education 'mix' is the effort and enthusiasm we put into it. You have a treasurehouse of both these qualities at Heart Butte, and you're making the most of it. Despite the frustrations you must face constantly, it's my feeling that your kids are getting infinitely more from school in Heart Butte than thousands of our kids right here in Boston these days—where public education began."

Requirements Set For Teacher Education In Indian Studies

As a result of nearly four years of state planning, legislation and policy making, teachers on or near Indian reservations in Montana will be required by 1979 to complete instruction in Indian studies.

The requirement for teacher training in Indian culture has its roots in the new state constitution (which, incidentally, is the only state charter that has specific reference to Indians). The constitution says the state "recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity."

To put the constitutional committment into law, the 1973 legislature passed House Bill No. 343 (codified as Section 75-6129 throught 75-6132, R.C.M.) which defined the kind of instruction teachers would take and determined roughly who would be required to complete it. In 1974, House Joint Resolution No. 60 initiated a study to make recommendations on all aspects of Indian culture in relation to public education. The study and its accompanying recommendations last December resulted in adoption of an Indian Culture Master Plan as the policy of the State Board of Education—the Board of Public Education and Board of Regents meeting jointly.

The general import of all this legislative and Board activity is to require instruction in Indian studies by teachers in schools on or near Indian reservations and to encourage awareness of Indian cultures by all teachers, administrators and trustees. Specifically, every teacher in certain schools by 1979 must either complete six quarter credits in approved university courses or participate in inservice training. Those certain schools are those in districts wholly or partially within an Indian reservation, or adjacent to one (sharing a border with a reservation) and having at least 10 Indian students or an enrollment of 50 per cent or more of Indian children. It is the responsibility of the trustees in affected districts as of July 1, 1979 to employ teachers who have completed instruction or to provide the inservice training for new teachers.

Three options have been provided for accomplishing Indian studies instruction. First, teachers may complete the university credits on their own initiative. According to the plan, those courses which may be used to fulfill the requirement are to be designated by the Native American Studies Director and the Dean of Education at each unit of the Montana University System. Elaine Clayborn, Cultural Awareness Specialist in the State Superintendent's office, warned that some courses about Indians that teachers already have taken may not qualify.

A second option is for school boards to sponsor inservice training of their own design according to guidelines established in The Master Plan. The plan requires 30 classroom hours of instruction and 60 hours of supporting studies in other activities such as reading.

The third option is for school boards to provide inservice instruction by adopting a course to be developed by the State Superintendent's office. A course outline, a list of references and names of persons who have agreed to assist in instruction will be available by the end of this school year, Clayborn said.

More information about the implementation of the new Board policy is available from Bob Parsley, Indian Education Supervisor, or Elaine Clayborn, Cultural Awareness Specialist, Office of the Superintendent of Public Instruction, Capitol Station, Helena 59601, 449-3036.

...so that history of the people,

by the kids,

for the people, shall not perish from the earth

Move over Francis Parkman; step aside Joseph Kinsey Howard. A class of eighth grade students at Lolo Grade School near Missoula intend to provide their own history books. They are writing an elementary level text on the history of Montana and intend to publish it for use in other schools.

The history project is the joint brain child of John Smith, superintendent of Lolo school, and Frank Chesarek, a first grade teacher there who also handles the eighth grade Montana history class.

"I couldn't believe that a state with 30,000 or 35,000 kids of junior high age didn't have a decent text for Montana history," Chesarek said. In the past, teachers have had to make their own materials or have just relied on the old method of requiring rote learning of some history facts, he said.

"It just occurred to me that a bunch of kids could do it themselves. We kicked the idea around a lot in the coffee room. Then one day Mr. Smith said, 'You've got a new job.'" Chesarek had become project director of a text writing project.

Smith approached the school board and the Montana Bicentennial Administration about the idea of supporting a student-prepared text and they responded by providing a trailer facility, printing and incidental funds and a salary for a project coordinator.

How do you get a class of eighth grade students to write a history book? You do it just as any one else would--through research. Coordinating the research of 45 young historians is the job of Rachel Vielleux. Her primary task is to make specific assignments to accomplish what the class has agreed is an appropriate area of research. A beginning for the class effort was to write every county commission to request information, resources, historic points of interests, and persons worthy of note or visitation.

The results of those letters have produced weeks of work. The students write letters of inquiry and thanks. They do all their research--some of it in college-level texts and primary resources. They conduct interviews and write the results.

An overall outline of the history of the state from pre-history to the future has been provided to give the students some structure for their research. Chapter headings also have been determined. The outline for the text will rely heavily on a timeline approach to the history of the state. Mounted on the walls of several rooms in the trailer is a kind of continuous pocket. It is the timeline and also serves as a file for students to store and organize information about a given period.

The students take field trips to support their research. Armed with tape recorders, they interviewed a Montana Department of Fish and Game official about early game patterns. Another group of students has accompanied Vielleux to Fort Benton. Other teachers and volunteers from the community have arranged to take students to the Big Hole Battlefield and the Red Lodge area. Earl Barlow, a member of the Board of Public Education, has invited the students to tour the Museum of the Northern Plains Indians in Browning. They have been invited by the Montana Today Show, a Great Falls television station production, to explain their project.

While they are getting into the community and the state, helpful people are bringing materials into the school. History buffs seemed to sprout when word of the project spread. They bring albums of photographs--some of which never have been viewed in any library or public display, said Chesarek. Others have made presentations to the class about old days and ways and historic characters they knew.

It's almost easy to forget these students are in school. The project is not graded, although their task sheets are checked routinely to make sure students are not taking advantage of the project. The researchers are not allowed to linger in the trailer unless they have a task sheet from Vielleux's master schedule accounting for their time. Of course they are welcome to find new tasks, Vielleux said.

As a result of understanding among Chesarek, Vielleux and eighth grade teachers Lori Elwood and Bonnie Franks, the history project has been integrated into the regular curriculum, Smith said. He pointed out that the chapter on pre-history concerns science through geology.

Geology is directly related to the economic development of the state, and economic development is related to history and social studies. Smith said that although the text project is special, the staff is trying to maintain a holistic approach. In another example, the eighth grade students studied General Custer's demise by conducting a trial of Major Reno and Captain Benteen. Chesarek said, "We hope to test the materials as much as possible in this way before we include them in the book."

Although the text is a student project, professional help has been solicited to give the book an extra touch of authenticity. K. Ross Toole, Hammond Professor of History at the University of Montana, has offered to provide the resources of the History Department of the university and to review the product for accuracy and scope. Dorothy Johnson, an author of western novels also has volunteered. The timeline, which will continue across the pages of the text as well as appear in condensed form at chapter prefaces, was designed by Bob Johnson, a former educator and now a professional artist with a Great Falls consulting firm. Stan Lynde, creator of the Rick O'Shay cartoon series, has offered to open his library of drawings to the students if they will travel to Red Lodge, his home.

However, not to be lost in the professional assistance is the consideration that the text should be easy for other eighth graders to understand. "Who knows more about what students find interesting in history than students?" Chesarek asked.

The enthusiasm and optimism shown by Smith and Chesarek and Vielleux just might be contagious. The text is scheduled for publication in September and is designed for use with regional workbooks. The Lolo students plan to complete only one regional workbook for the western part of the state, Smith said. "We would like to communicate to any district that might consider using our text that along with it goes a challenge for them to create their own regional workbook," he said.

So it may not be long before we find arranged on the shelves of our school libraries The Oregon Trail by F. Parkman, High Wide and Handsome by J.K. Howard and The History of Montana by the children of Montana.

UNCLASSIFIEDS

SURPLUS PROPERTY has the following items, available only to Montana schools, public and private hospitals and civil defense units. Surplus property is not available for the use of private citizens. All property must be purchased by the district or institution requesting it. Orders for less than $5 are not accepted.

Screwdrivers- Wood Handles, ½" Flat Bit, 19" Long (New). . . . . $ .50 each
Box End Wrenches- 11/16 thru 1" (Used). . . . . $ 1.50 each
Wood Handles- 51" Long, Tapered on one end (New). . . . . $ .75 each
Squeegee- 1' Long, Wood handles fit these. . . . . $ .50 each
Steering Wheel Puller- Fits several sizes (New). . . . . $ 3.00 each
Rotary Brush- Wire, 6" dia., .020 Wire, 5/8" Arbor Threaded (New). . . . . $ 1.25 each
Carpenter Chalk- Red & Blue, 72 pieces per box. . $ 1.00 box
Desk Trays- Metal, 10"W, 15"L, 3"D (Slightly rusty). . . . . $ 1.00 each
Scrub Brushes- 3"x 8" (New). . . . . $ .30 each
Looseleaf Binders- 8½" x 5½", Hard cover, Some 3 ring, Some 6 ring w/soft cover. . . . . $ .25 each
Body Protectors- Baseball (New) (Size No. 12). . . . $ 5.00 each
Plastic Bottles- 60c.c. & 90c.c. w/lids (New). . . . $ .10 each
Pack Frames- 10"x 22", All wood, with 2" web straps for shoulder and ½" load straps (New). . . . . $ 1.75 each
Rubber Tarps- Nylon Reinforced, 12' x 30' (10 only). . . . . $50.00 each
24' x 20' (1 only). . . . . $70.00 each
Air Tank- 10"x 20" (New) $ 7.50 each
Brass Globe Valve- ¼", 90° (New). . . . . $ 1.50 each
Surgical Gloves- Size 7, 12 pr. per box (New). . . . . $ 3.00 box

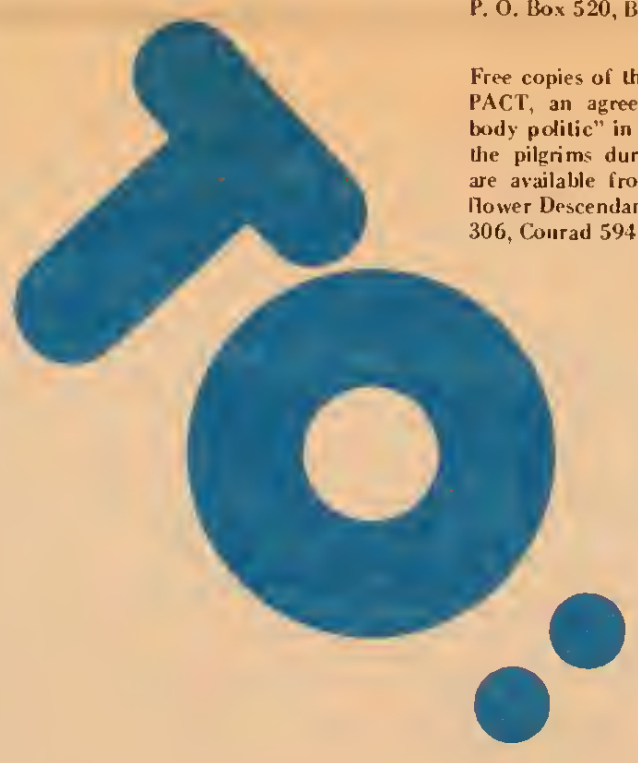
W.J. Ernst, Supervisor, Surplus Property Program, Office of the Superintendent of Public Instruction, State Capitol, Helena 59601.

Applications for ESEA Title III INNOVATION INCENTIVE GRANTS are being accepted until April 16. The grants for up to $1,500 are designed to serve as an impetus to teacher's ideas that result in classroom projects. Applications may be obtained from Bill Elliott in the State Superintendent's office, State Capitol, Helena 59601.

Packets of ideas and lesson plans for teaching FOOD AND NUTRITION to elementary level children are available from the State Superintendent's office. The information includes a K-6 activity guide, a breakfast kit, bicentennial lesson plans, and lesson plans on an assortment of themes such as the holidays, weight control, fads and fallacies in nutrition and others. The plans are available from Ann Ferguson, Nutrition Education Specialist, School Food Service, Office of the Superintendent of Public Instruction, State Capitol, Helena 59601.

Application forms for VOCATIONAL EDUCATION PROJECTS were sent Feb. 9 to all high school district superintendents for projects proposed for the 1976-77 school year. Additional forms or information should be requested from the Director of Vocational Skills, Office of the Superintendent of Public Instruction, State Capitol, Helena 59601. Completed applications for projects are due April 5, 1976.

"Justice for All: 200 American Years" is the theme of an essay contest for high school students and a poster contest for elementary level students sponsored by the State Bar of Montana as part of its LAW DAY activities. Local bar associations are providing $25 savings bonds for winners in each school and the State Bar will furnish the prizes where local organizations do not exist. A $75 bond will go to two state finalists. Entries should be sent to local associations or the State Bar office in the absence of local organizations by April 10. The deadline for state competition is April 20. Law Day is May 1. More information is available from the State Bar of Montana, 600 N. Cooke, Helena 59601.



Some students in the ROBERT A. TAFT INSTITUTE OF COVERNMENT SEMINARS can earn tuition to one of the 34 universities participating in the Taft program. The summer seminars are specifically for elementary and secondary educators responsible for government classes and each group is limited to about 30-35 participants. Selected students will receive assistance for tuition and books and an allowance. The seminar focuses on American politics—the constitutional framework, the two-party system, candidate selection, local government, the press, and citizen impact among other topics. More information is available from Ed Eschler, Soeial Studies Supervisor, in the State Superintendent's office, State Capitol, Helena, 59601 or from the Taft Institute of Government, 420 Lexington Avenue, New York, N.Y. 10017.

If you're ready for June in March, write for the 1976 *STUDENT TRAVEL CATALOG*. The free source book on travel plans and advice on low-cost travel is available for teachers from the Council on International Educational Exehange, 777 U.N. Plaza, New York, N.Y. 10017

The Montana Association of School Business Officials has published a guide to help school business officials conduct meetings more smoothly and keep more accurate records. *BOARD MEETINGS—AGENDA AND MINUTES* was published in October, 1975, and enough are available for distribution to interested board members, clerks, administrators and other school business officials. The guide provides a list of items needed to conduct a meeting, a model of properly organized minutes and claim sheets. Copies are available free of charge from Esther Nelson, President of the Montana Association of School Business Officials, P. O. Box 520, Bozeman 59715.

Free copies of the MAYFLOWER COMPACT, an agreement to form a "civil body politic" in the colony proposed by the pilgrims during their 1620 voyage, are available from the Society of Mayflower Descendants, Horizon Lodge, Box 306, Conrad 59425.

The Office of Conservation Education, Federal Energy Administration, has developed a publication about energy matters for students. The 20-page booklet *ENERGY CONSERVATION UNDERSTANDING AND ACTIVITIES FOR YOUNG PEOPLE* contains some basic ideas about energy, facts about consumption and conservation, and projects students can do—such as read their meters at home and do an energy impact statement on some new construction or government project. The book is available from Cary Hall, Energy Committee, Office of the Superintendent of Public Instruction, State Capitol, Helena 59601.

Applications for INDIRECT COST RATES for the 1976-77 school year were mailed February 3. Since rates are applicable for one fiscal year only, school district officials will be required to apply for a FY '77 rate even though the district may have a FY '76 rate. Costs reported on the Annual Report of School Trustees for the school year ended July 30, 1975 are to be used in completing the applications. Separate applications and rates will be required for high school and elementary districts, and are due by March 15. Further information or additional applications are available from Rae Haas, Director of Administrative Services, or Dean Lindahl, ESEA Title I Supervisor in the state office.

Education brokering, according to the National Center for Educational Brokering, is counseling and support services for adult learners unfamiliar with educational opportunities available to them. The center is a non-profit organization providing a new service in the field of continuing or "lifelong" learning by promoting information exchange and technical assistance among agencies and schools that have brokering services. The center publishes *BULLETIN*, which summarizes national and state legislation, publications, conferences, and other activities affecting the fortunes of brokering agencies. The publication is available from the National Center for Educational Brokering, 405 Oak Street, Syracuse, N.Y. 13203.

Second-class postage paid at Helena, Montana 59601.

DOLORES COLBURG
Superintendent of Public Instruction
Helena, Montana 59601

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